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BILINGUAL RESEARCH STUDY, LINGUISTIC BUILDUPS IN ENGLISH FOR DISADVANTAGED SPANISH-SPEAKING CHILDREN.

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THE FOUR LANGUAGE LESSONS INCLUDED IN THIS REPORT USE SIMPLE SCIENCE CONCEPTS AND AN ORAL-AURAL APPROACH TO DEVELOP LINGUISTIC BUILDUPS IN ENGLISH FOR DISADVANTAGED SPANISH-SPEAKING CHILDREN. THE LESSONS WERE DESIGNED TO DEVELOP FLUENCY IN ENGLISH FOR SELF-IDENTIFICATION AND DAILY COMMUNICATION OF BASIC NEEDS. SHORT, SIMPLE SENTENCES IN THE PRESENT TENSE ARE TAUGHT IN A BRIEF DIALOG. THE DIALOG IS CARRIED ON FIRST BETWEEN THE INDIVIDUAL PUPIL AND THE TEACHER, AND THEN THE ENTIRE GROUP PARTICIPATES FOR A SECOND SET OF SIMPLE SENTENCES IN DIALOG FORM. (GD)

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BILINGUAL RESEARCH STUDY

LINGUISTIC BUILDUPS IN ENGLISH FOR DISADVANTAGED SPANISH-SPEAKING CHILDREN

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1. With the AAAS Process Approach as content, the immediate question was how to utilize the concepts of science for oral language development through English as a second language. English language development would then become the vehicle for developing cognition through the concepts of science, supported by concrete experiences and guided by principles of learning.

2. It was imperative at the same time that we attempt to improve the self-image of these children if they were to enter into the learning situation and gain the most from it.

3. Therefore, the program begins with lessons planned for developing fluency in English for self-identification and daily communication of basic needs. Short, simple sentences in the present tense are taught in a brief dialog. The dialog is carried on first between the individual pupil and the teacher, then the entire group enters in for a second set of simple sentences in dialog form.

   Phonemic problems are dealt with as they occur within the language structures, rather than dictating or restricting the choice of language. Special drills, games, rhymes are used to help the children overcome these phonemic conflicts between Spanish and English.

4. Taking meaning as the basis for developing language power in English, we work to establish control of English syntax, since word order is one of the major differences between the languages.

   For example, the simple kernel sentence:

   "This is a circle."

   can be changed by transformational rule, to:

   "Is this a circle?"

   producing a yes/no question.

In Spanish, word order is not necessarily involved in the difference between declarative sentences and questions -- only a change in intonation can differentiate between the two types of sentences.

Our materials, then, attempt to build up a sensitivity to and control of English grammar by providing structure models which have changing slots (noun, verb, adjective) and which illustrate how one sentence or part of a sentence may be derived from another. From the example given:

"This is a circle."
"Is this a circle?"

the pupil learns that all English questions which can be answered

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yes or no have a common single trait; that the element tense is the first constituent. Other examples to illustrate:

"Are these triangles?" "Yes, they are." / or "No, they're not."
"Do you like to paint pictures?" "Yes, I do." / or "No, I don't."
"Does it have three corners?" "Yes, it does."

Other structural problems being dealt with in these patterns include the control of the function word do, subject pronouns, and have-has conversions.

5. To deal with choices of the grammar of a language is to deal with both the meaning of the sentences that result from an ordered sequence and with the restrictions which the grammar imposes on the lexical units of the language. We have attempted to make our choices on the basis of the most productive features -- those which are used over and over again in daily communication and those which are recurrent in large numbers of typical sentences.

In the beginning lesson plan (Lesson 1) designed to teach essential English through developing the self-concept, the following cluster of patterns or structure models are used to establish language "crystals," as in Kenneth L. Pike's[1] analogy of language learning to the nucleation of crystals, developed in a social context:

Vocabulary

names of class members
girl
boy
he
she
teacher
his
her
our

Structure Models

Set 1
Who are you?
I am (name).
Are you (name)?
Yes, I am. Or,
No, I'm not.

Who is he (she)?
He (she) is (name).
Is he (she) (name)?
Yes, he (she) is. Or,
No, he's (she's) not.

Set 2
I am a girl (boy).
Are you a girl (boy)?
Yes, I am. Or,
No, I'm not.

(Continued, next page)

[1] Modern Language Journal, Vol. 44, pp. 291-295. Nov. 1960.

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Structure Models, Lesson 1, continued

Is she (he) a girl (boy)?
Yes, she (he) is. Or,
No, she's (he's) not.

Set 3
Who is this (that)?
This (that) is (name).
Is this (that) (name)?
Yes, it is. Or,
No, it's not.

Set 4
Who is your (his, her, our) teacher?
My (our, his, her) teacher is (name).
Is (name) your (his, her, our) teacher?
Yes, she is. Or,
No, she's not.

Other examples of linguistic buildups to establish language "crystals" from the science-based lessons include these patterns:

Lesson 1. Simple identification - singular

Vocabulary	Structure Models
circle square triangle	This is a (circle). Is this a (circle)? Yes, it is. It's a (circle). (Comparing shapes with one another) No, it's not.

Lesson 3. Simple identification - plural; comparison - same and different

Vocabulary	Structure Models
New: same different Review: circle square triangle ellipse rectangle	These are (circles). What're these? Are these (circles)? Yes, they are. Or, No, they're not. They're (triangles). Are these the same? Yes, they are. They're (circles). No, they're not. They're different. Which one is different? The (square) is different from the (circle(s)).

Lesson 5. Application of the concept of shape to individual objects and then to groups of objects.

Introduction of structures involving have and has; both singular and plural forms.

Vocabulary	Structure Models
New: shape Review: circle, square, triangle, ellipse, rectangle	What shape does this (table) have? It has the shape of a (circle). What shape do these (books) have? They have the shape of a (rectangle).

Lesson 9. Adjective position before the noun, beginning with one adjective (color) then adding another (size). In a subsequent lesson, a third adjective is added to the pattern involving (number).

Vocabulary	Structure Models
Color: red, blue, green, yellow, purple Shape Size Large Small Circle(s) Triangle(s) Square(s) Ellipse(s) Rectangle(s)	This is a (yellow) (circle). What is this? It's a (yellow) (circle). These are (yellow) (circles). What are these? They're (yellow) (circles). These are small (large) (yellow) (circles). What are these? They're small (large) (yellow) (circles). (Repeat, pointing to large yellow circle.) What color is this (circle)? It's (yellow). What size is this (yellow) (circle)? It's large (small). What color are these (circles)? They're (yellow). What size are these (yellow) (circles)? They're large (small).

By utilizing a position in the structure at which substitution of one element for another can take place, new words can easily be introduced into the system. For example, in Lesson 9 of Essential English, the following structures are introduced and various vocabulary items fitted into a given slot.

Vocabulary	Structure Models
listen to stories talk to classmates draw pictures color pictures paint pictures sing songs count numbers play games (names of games learned) read books write stories dance to music march around the room paste cut paper eat lunch	What do you like to do? I like to _____. Do you like to _____? Yes, I do. Or, No, I don't. What does he (she) like to do? He (she) likes to _____. Does he (she) like to _____? Yes, he (she) does. Or, No, he (she) doesn't.

Examples of this operation from the science-based plans are these:

Vocabulary		Structure Models
Names of colors:	red, blue, green, brown, etc.	What size is this (yellow) (circle)? It's large.
Names of shapes:	square, ellipse, rectangle, etc.	What color is this (large) (circle)? It's yellow.
Size:	large, small	

Every language has its characteristic grammatical structures, or, its characteristic "crystal formations." A sequence of units comprised of slot plus class enter into various levels of structures or constructions. Constructions may be of word types or various phrases, clauses, sentence or even high-level compositions such as sonnets or Limericks. To establish initial fluency, it is necessary for the speaker to control enough of these structures on various levels to allow him to operate with some security in social situations. He must have control of certain elements in order to begin and end conversational discourse. In addition, he must control enough structures within the sentence to be able to control the substitution of relevant items within the sentence types. Drills to help in mastery of these elements are part of the design of adequate pattern practice materials and are incorporated throughout our materials.

By using strict controls at the initial learning level, putting words and patterns into our students' mouths, we insure that they are learning to use correct forms and that they are allowed to make as few errors as possible. The purpose of language is communication.

Until it is used for communicating ideas, it is not language but only parroting. It is important, then, to go beyond the pattern drill and to provide children with the opportunity to use this language in an informal communication situation.

Gradually as a speaker the pupil builds his language stock so that he has multiple choices of linguistic content to use for communication. As a hearer, too, he acquires an ever larger array of linguistic signals. As the range of language widens, the hearer is less able to predict the speaker's choice; but since he has more and more potential responses, he is better able to decode the message, and with greater accuracy.

The Oral-Aural Approach (speaking-hearing) includes:

1. A model for repetition

2. A cue for manipulation

3. A structured situation for meaningful communication

The methodology which we propose in our research study is to move from the strict patterning of a model given by the teacher on into the internalization of the language so that the child then can use this language in a free communication situation. Unless this third phase, or the ability to use the language freely and in appropriate situations is reached, the student still has not gained what he should have from the language lesson.

I would like to relocate three terms in the scheme of our work: approach, method, and technique. The arrangement is hierarchical: techniques carry out a method which is consistent with an approach.

An approach is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach describes the nature of the teaching and states a point of view. It is often unarguable, except in terms of the effectiveness of the methods which grow out of it. To cite an example, the essentials of the oral-aural approach, as I see them, are based on the following assumptions:

1. That language is social, is oral-aural (spoken and heard), and is symbolically meaningful.

2. That any given language is structured uniquely. This can also be stated negatively; i.e., no two languages are structured alike.

3. That the structure of a language can be discovered and usefully and systematically described, including its arbitrary aspects.

A method is designed to carry out the rationale of the approach. Several methods may be utilized for any given approach. For example, the method used for self-concept materials utilizes a different sequence for language development from the method used for developing the language of the science content. Both methods support the audio-lingual approach.

A technique is used to implement a method. For example, the use of the hand as a signal to pupils indicating when they are to listen to the model and when they are to respond, is a specialized technique.

We have available for you to examine a sample set of these lesson plans which illustrate two different methods to carry out the audio-lingual approach to oral language development. Teachers experienced in this work have developed many specialized techniques for facilitating each of these methods.